**Data Assessment Matrix Scaled Scores** (fictional data for discussion)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **CTOPP** | | | | | | | **GORT-5** | | | | **TOWRE** | |
|  | Grade | Elision | Blending  Words | Phoneme Isolation | Memory for Digits | Nonword Repetition | Rapid Digit Naming | Rapid Letter Naming | Rate | Accuracy | Accumaticity | Comp | PDE | SWE |
| Student 1 | 2 | 7 | 7 | 6 | 10 | 9 | 10 | 10 | 8 | 7 | 7 | 7 | 7 | 8 |

**Student 1 Analysis:** This student has poor phonemic awareness as evidenced by elision, blending, and phoneme isolation scores (7, 7, 6) ranging between the 9th and 16th percentiles. However, memory for digits, a test of short-term memory is normal (10 = 50th percentile). Note that the score for nonword repetition, a test of phonological memory is not as strong (9 = 37th percentile.) Memory retrieval assessed by rapid digit and letter naming is normal (10 = 50th percentile). The GORT assesses the reading of connected text and reflects that the student struggles with reading rate (8 = 25th percentile), word identification accuracy (7 = 16th percentile), and accumaticity (a combination of the two, 7 = 16th percentile). The PDE test from the TOWRE is in coherence with the other tests of phonological processing (7 = 16th percentile) while sightword retrieval as measured by the SWE is slightly better but still reflects a struggling student (8 = 25th percentile). In summary, the student demonstrates little ability to identify individual sounds within language and this is most likely “blocking” the ability to learn how letters and their combinations represent sounds.

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **CTOPP** | | | | | | | **GORT-5** | | | | **TOWRE** | |
|  | Grade | Elision | Blending  Words | Phoneme Isolation | Memory for Digits | Nonword Repetition | Rapid Digit Naming | Rapid Letter Naming | Rate | Accuracy | Accumaticity | Comp | PDE | SWE |
| Student 2 | 2 | 10 | 9 | 9 | 11 | 10 | 11 | 11 | 9 | 9 | 9 | 10 | 9 | 9 |

**Student 2 Analysis:** The scores for this student reflect one that is on the cusp of struggling. While no one score jumps out as low, the student is at the 37th percentile (scale scores = 9) on blending and phoneme isolation, suggesting that this skills are borderline in their development. These issues show up across the GORT and TOWRE measures and the student generally struggles (9 = 37th percentile).

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **CTOPP** | | | | | | | **GORT-5** | | | | **TOWRE** | |
|  | Grade | Elision | Blending  Words | Phoneme Isolation | Memory for Digits | Nonword Repetition | Rapid Digit Naming | Rapid Letter Naming | Rate | Accuracy | Accumaticity | Comp | PDE | SWE |
| Student 3 | 3 | 10 | 10 | 10 | 12 | 11 | 10 | 10 | 9 | 11 | 9 | 11 | 10 | 9 |

**Student 3 Analysis:** Of the four students, this one has the strongest scores, however, the Rate score on the GORT and the SWE score on the TOWRE are of concern and not reflective of the student’s general performance. The student has solid phonological knowledge, and understands what is read. However, it may be that this third-grade student is engaged in an insufficient amount of reading to result in solid accumaticity.

**Data Assessment Matrix Scaled Scores** (fictional data for discussion)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **CTOPP** | | | | | | | **GORT-5** | | | | **TOWRE** | |
|  | Grade | Elision | Blending  Words | Phoneme Isolation | Memory for Digits | Nonword Repetition | Rapid Digit Naming | Rapid Letter Naming | Rate | Accuracy | Accumaticity | Comp | PDE | SWE |
| Student 4 | 1 | 12 | 11 | 12 | 8 | 10 | 12 | 12 | 10 | 10 | 10 | 8 | 11 | 11 |

**Student 4 Analysis:** Phonological awareness is solid, rapid naming is at the 75th percentile (12), and accumaticity and TOWRE scores are very good. However, comprehension is at the 25th percentile (8). Also, the memory for digits test reflects a scale score of 8 (25th percentile) and hints at the possibility that working memory is challenged, which may account for the comprehension score.